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ABSTRACT

This bibliography identifies over 100 articles from 1973 to 1978 printed in the "Journal of Geography." The compilation provides an overview of recent concerns as well as methods of incorporating environmental education into the classroom. Subjects covered include atmosphere, energy, climate-vegetation, field studies, future studies, land-use planning, and population. It is designed to be used by environmental educators, grades kindergarten through 12 and at the university level. Organized by volume, the bibliography contains an author and subject index. (Author/KC)

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FOREWORD

This compilation of recent articles in environmental education from The Journal of Geography, 1973-1978, by Robert N. Saveland and Patricia L. Tolbert, is designed to make more readily accessible to the teacher and environmental educator some of the recent literature. Organized by volume, author and subject, the compilation gives an overview of recent concerns and ways in which environmental education is incorporated in classroom teaching.

Environmental education is a matter of continuing concern to geographers and geographic educators. This concern is not new. Long before the concept became popular, the effect of man on the environment and the quality of the environment had become issues in geographic research and teaching. They had given rise not only to a man-land tradition (see John Leighly, ed., Land & Life: A Selection from the Writings of Carl Ortwin Sauer, University of California Press, 1963) but to the interpretation of geography from an ecological perspective (C. Landon White and George T. Renner, Geography: An Introduction to Human Ecology, D. Appleton-Century, 1936).

Marsh's concern expressed in The Earth as Modified by Human Action (1907) was revived in the 1956 International Symposium on Man's Role in Changing the Face of the Earth (William L. Thomas, Jr., ed., Man's Role in Changing the Face of the Earth, University of Chicago Press, 1956). The papers from this symposium remain an outstanding contribution to environmental education.

In making this compilation available to members of the National Council for Geographic Education and other environmental educators, the Geography Curriculum Project hopes that it will help teachers to plan environmental education units. Even more important, it may encourage additional teachers to plan units on environmental education, incorporating the use of methods of observation and data collection (see Subject Index: "Field Study").

M. J. Rice, Director
Geography Curriculum Project
University of Georgia

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